

# AMERICAN JOURNAL OF EDUCATION

Universal Education—The Safety of a Republic.

Vol. XVII.

ST. LOUIS, OCTOBER 6, 1884.

No. 10.

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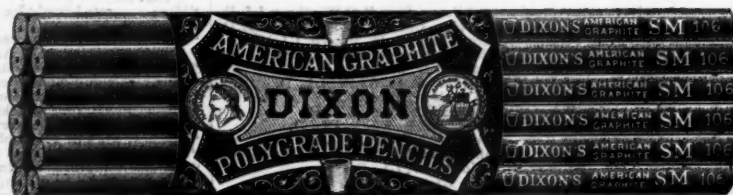
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VOL. XVII.

ST. LOUIS, OCTOBER 6, 1884.

No. 10.

Printed for the Editors, by PERRIN & SMITH, and "Entered at the postoffice at St. Louis, Mo., and admitted for transmission through the mails at second-class rates."

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Prof. Hailmann is Superintendent of the schools at Laporte, Indiana, and will cheerfully and promptly give any further information desired. He is deeply and intelligently interested in the progress of the Froebel Institute and its work.

THE late D. Wm. E. Conzelman, of St. Louis, gave \$50,000 to the Manual Training School of Washington University.

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St. Louis, October 6th, 1884.

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The Current (Chicago) which is brilliant and strong is always right at heart, but it has been a little "off" on the question of national aid to education. It has said—repeatedly "pay the teachers better wages" but it has unwisely—been on the wrong side—when we come to secure the means by which to do this. In a late issue it swings round on to our platform. The Current now says:

"Let us spend the whole surplus in Education and additional Federal improvements." We hope before Congress meets that some of the Educational papers,—and that all the teachers in the country will be advocating the matter and back up the advocacy by large petitions.

THE children should be taught and trained to be prompt, to be truthful, to be honorable in their conduct in school, and on the play ground—to be just in the expression of an opinion of a topic or person. How much all this involves—of character and intelligence on the part of teachers. How the relations of each, to all, must be explained, and dwelt upon until the whole circle of results can be comprehended. This teaching is a great work properly and faithfully done.

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THE great St. Louis Fair, great in its extent and greater in its attractions, will, this year, surpass all former exhibitions. Every inch of space will be filled and the grounds have been greatly improved so as to afford more room for exhibitors. The president, Mr. Charles Green, and the secretary, Mr. Wade, have, with the Board of Directors, determined to make the exhibition of 1884 the grandest in its history. The Exposition will help the Fair, and the Fair will help the Exposition. St. Louis is to be congratulated on these double attractions for September and October.

THERE has been such an improvement in regard to the signing of letters and writing of names plainly that only seven dollars have been sent to us within the last thirty days, for subscription to this JOURNAL in letters unsigned—we wish our friends had the JOURNAL as they have paid for it. To whom shall we send it?

NOW, at the opening of your school is the best time to win our new premium. Send us two cents in stamps for circulars and full information. Get it and put it into immediate use. You will get the value of it in ten days.

MR. AMOS M. KELLOGG, editor of The School Journal says: "On arriving at Madison I was immediately informed that it was in contemplation to re-nominate Mr. Bicknell. Several members of the nominating committee assured me that he was desirous of re-nomination and that he had active friends at every point. That his friends, acting for him, did urge his re-nomination, and did propose compensation, is supported by excellent testimony."

WE cannot supply back numbers of this journal for 1884 any longer. We have only a few of the September issue left.

TELL our advertising patrons—who desire, as you see, to secure your attention and patronage, just where you found their statement. They will be glad to know the intelligent progressive constituency we reach, and you will get the cost of the paper to you many times over out of the information given in our advertising columns.

THE railroads do a generous thing in the extra facilities afforded those who visit the Exposition and the Fair in giving greatly reduced rates to both visitors and exhibitors. The charge on certain days will be only one fare for the round trip. Come and see us.

SUPT. BROCKWAY, of the Elmira Reformatory, is a strong believer in education as a preventive of crime. He says that he never knew an educated person to be brought to that institution.

AT a meeting of the International convention of exposition and fair representatives, held at St. Louis last month, the question of holding a World's fair in commemoration of the discovery of America, to celebrate the four hundredth anniversary of that event, was discussed, and the proposal approved.

WE invite careful attention to the communication of Prof. Robert F. Smith, of the A. and M. College of Texas, in regard to an educational meeting at the World's Exposition in New Orleans about the Christmas Holidays. It is an important movement.

IS THERE not an opportunity now for the ex-president of the N. E. A. to "boom the South" on the subject of education? We should be willing not only to vote him "compensation" for his work, but to record the fact from his paper, as we do on page 4, that, at "the chief meeting, President T. W. Bicknell, LL. D., Boston, was in the chair.

## ELEMENTARY EDUCATION.

F. LOUIS Soldan, LL. D. of the St. Louis Normal School says: "In elementary education the largest number of teachers is engaged. It reaches the largest number of pupils and supplies them with the most indispensable acquirements for life. To the development and perfection of elementary education, by far the greater part of the educational funds of the State and of the attention of the public is given. It is capable of reacting with the strongest influence on the community at large, for it sends its little child-messengers to every home, and brings every parent in contact with school work. It is a most potent agency in arousing that general educational interest among the people, by which all other institutions of teaching are benefitted.

Elementary education is also of the greatest importance as a basis for all higher educational work. It renders secondary instruction possible; it makes its road smooth and its course speedy. When elementary education is imperfect and deficient it drags higher institutions of learning down from the lofty position which they ought to occupy and compels them to devote time and strength to preparatory primary work which clearly lies below their province. On the quality of elementary education all higher education depends. Therefore we say don't put your cheap teachers in the elementary or primary schools."

THE teachers are circulating more copies of this journal than ever before among the people, and school officers are reading to a greater extent than ever before. Tax-payers say, "tax us to sustain a good school nine months of the year, and we will pay it cheerfully." The work done by our teachers is better appreciated than ever before. New and better methods of instruction are being adopted, and the whole outlook is better for a forward and an onward movement.

ALL right, send in for our "premium" for your friends. It is not confined to teachers in active service by any means. It is a good book for every family to have. Yes, persons other than teachers have it and this journal for \$1—for the present.

Show your friends the "table of contents" of our "premium," and you can easily put a dozen or twenty copies of this journal into circulation in every school district in the county.

OUR platform is: "a school nine months in the year; the liberal payment of ALL teachers monthly, as other State and county officers are paid."

Is not this a good platform? There is room for a good many to work up to this.

## JUST SO.

MR. AMOS M. KELLOGG says: "Let us dismiss the idea that the effect of a prodigious meeting is prodigious on the public. The South needs better things than a three days' meeting where airy 'papers' are read. A group of earnest southern teachers at Madison discussed education at the South. 'What is the best thing to do?' was asked. The reply was, 'Follow the example of the North; you must cultivate public sentiment. To do this, aim to have institutes in every county; at these have evening lectures on education which the parents can attend. Thus you improve the parents and the teachers at the same time.' This was sound advice. 'A great mass-meeting at the South by the N. E. A., would make a brilliant show—on paper—to the teachers who should come it would seem a 'big thing'—to those who held the offices and read the papers, it would seem as if heaven and earth were giving way, but the great depths are left untouched, like the wind that ripples the surface of the lake and leaves the immensity unstirred."

THE Chicago Educational papers continue to call Dr. Bicknell's great meeting at Madison a "show!" speak of the "show" as over and ask us to drop it. We confess we are grieved—deeply grieved at this flippancy of manner in speaking of this gathering.

Did not Dr. Bicknell, in Dr. Bicknell's paper, page 84, No. 5, in speaking of the Association kindly state for the information of those who were not there, that "the chief meetings of the Association were held in the Assembly Chamber, President T. W. Bicknell, LL. D., Boston, in the chair?"—A "show" foresooth. Avaunt.

## THE REMEDY.

DR. F. LOUIS SOLDAN makes an invaluable suggestion to our teachers—as follows: "We are apt to become lost in the little routine of our work. The intellectual eye being compelled by the nature of the vocation to dwell on the details of our labors, becomes near-sighted and will be unable to recognize the more remote and grander outlines of wider views, unless we vary the daily rhythm of school duties by reading and study. It is a marvelous privilege of cultured man that when he opens the work of one of the great writers and thinkers of the world, their thought which has lain buried on the printed page, rises into new life in his mind. He looks at life, grave and gay, through Shakespeare's eyes; he sees the mysteries of the universe through Plato's soul. He stands upon the heights of the world, his glance penetrates immeasurable distances and his soul bursts through the narrowing limitations which the

daily task has drawn round it, and soars upward. Cheerfulness and a kind heart for every erring young humanity remain his golden treasure and possession."

## STAND FROM UNDER.

DR. TALMAGE the great Presbyterian preacher of Brooklyn, gives the people warning in a recent sermon as to what he is going to do—as follows:

He says, "I am going to stop chasing the Hittites and Jebusites and Gergashites of olden time and give more time to chasing down modern evils that are drowning men and women for both worlds. The most evangelistic preacher the world ever saw, a man who died for his evangelism, Paul the peerless, said to the Romans: 'Provide things honest in the sight of all men,' and begs the Corinthians to 'do that which is honest,' and says to the Philippians, 'whatsoever things are honest,' and says to the Hebrews, 'in all things willing to live honestly.' The Bible declares, 'faith without work is dead,' which, being liberally translated, means that if your life does not correspond with your profession your religion is a humbug.

Religion is not, as many suppose, a matter of church delectation, a sort of confectionery, a spiritual caramel or holy gum-drop, or sanctified peppermint, or theological anæsthetic, but an omnipotent principle, all-prevailing, all-controlling, all-conquering.

The recitation of all the catechisms and creeds ever written, drinking from all the communion chalices that ever glittered in the churches of Christendom, will never save your soul unless your business character corresponds with your religious profession. Some of the worst scoundrels in America have been members of churches, and they got fat on sermons about heaven when they most needed to have the pulpits preach that which would either bring them to repentance or thunder them out of the holy communions where their presence was a sacrilege and an infamy.

This training for truthfulness, honor, integrity and the golden rule should begin in the school and be kept up there. Our teachers must first and foremost train for character, for citizenship, for an honorable manhood and womanhood.

THE whisky tavern is the "opposition shop" to the church, school and home, and the question is, "What are you going to do with it?"—*Toronto Globe*.

We are going to put it out of the way.

POLITICIANS should understand that the school master is abroad, that the world is hard at work thinking. Never

before has man thought with such sweating earnestness. Never before has he put aside all specious forms of difference, as now. At the loom, the plow, the forge, the drill, the press, man thinks. Grim Carlyle bids the world tremble when God lets loose a thinker. To-day there are millions of them. They will sift both—their pledges and their actions.

## NATIONAL AID.

MAJOR R. BINGHAM, North Carolina, addressed a large audience on "Education of the South," and in favor of national aid. He urged national aid as an educational necessity, and said: "I am a Southern man, who surrendered with Lee at Appomattox; but the past is irrevocable, and we do not wish to recall it. The past is irreparable, and we do not wish to repair it. The new South has given up a Southern nationality as impossible from the first. The new South has given up slavery, and has doubled the cotton crop with free labor. But the war, which enriched the North, left the South in a terrible state of destitution. New York State, including New York City, has more taxable wealth than all the Southern States. In this destitution the white people, who pay all the taxes, are taxing their dollar twice as heavily as Massachusetts taxes her dollar and, can keep the schools open only three months, and can pay teachers only \$25 per month. The utmost limit to taxation has been reached, and illiteracy cannot be conquered by an impoverished people, who must divide their scanty educational bread between their own starving children and the children of the wards of the nation, to whom the nation has given the ballot, with no provision for giving them the intelligence necessary to use it. The South has claims on the national treasury."

## "WHY NOT?"

THE Current says: "Let the stout hearts who stand under the burdens of the present time remember that there have been rains in the south which are worth millions of dollars to the country, and that those million of dollars have not by any possibility been gambled away or spent in Europe."

In these prosperous times would it not be well to inaugurate a movement in every State to have the schools hold session nine months in the year and make arrangements also to pay the teachers at the end of each month as other county and state officials are paid. They do a work quite as important, quite as necessary and one demanding far more intelligence.

Dr. Soldan will do well to turn his attention to the educational features of the National Educational Association, and let the mercenary part of it alone.



Mr. AMOS M. KELLOGG Editor of "The School Journal" of New York, states as a fact—that "at a meeting which was to receive the report of the nominating committee, a member of the committee said to me, 'We have concluded to re-nominate Mr. Bicknell.' He met my look of surprise with a smile and said, 'He will decline it; he wants it very much.'"

It really does not appear necessary or even truthful when one comes to look into it, that the ex-President of the N. E. A. should brand the statement that "he sought a re-nomination" and compensation as "false in every particular."

### WHY?

WHY this sensitiveness? It seems too bad that after all this lavish expenditure of money and trouble "Dr. Thos. Bicknell ex-President National Teachers Association" should be obliged to rush back from Alaska or Greenland and rush into print because Mr. Amos M. Kellogg said:

"The application for \$500 as compensation to Mr. Bicknell, would not be entertained by the managers of the finances." Also, "Mr. Bicknell pleaded for a renomination, as president, promising to decline."

We see nothing very wicked about this, do you?

Mr. Kellogg says in regard to it:

"Second terms are not uncommon! \$500 was not too much to compensate Mr. Bicknell for his labor!"

We agree with this latter statement fully. It is a well-known fact that Dr. Bicknell has been log-rolling and wire-pulling and button-holing people for years to get the nomination and secure the election of himself as President of the National Educational Association. We think he ought to have had it, and that he was entitled to it, without all this begging, and have said so repeatedly.

Finally at a very small meeting last year, he secured votes enough to elect himself President. What was more natural than for himself and his friends to wish—when there was a large meeting that he should be nominated and elected again—even if he had to secure these indorsements by promising in advance to decline. It seems though at the last meeting held in Madison, that he did not, and could not secure the election, and he failed, too, with so strong a man as Dr. Harris as Chairman of the nominating committee working earnestly and constantly for him. Dr. Harris in his letter to Mr. Kellogg says:

"It was far from the thoughts of the committee to cast a complimentary vote for Mr. Bicknell."

"I was eager to elect Mr. Bicknell for the sake of a great mass-meeting at the South," and yet Dr. Harris is reported to have said to Mr. Kellogg when asked, "How many such meetings can the N. E. A. stand?" "Not more than one more," he said, and

this doubtfully, as though it would hardly stand even one more. So I felt. It was universally felt that, like a lottery in a church fair, it was to be condemned, but money was greatly needed for the treasury."

Perhaps this need for money in the treasury was the reason why Dr. Bicknell said in his paper before-hand that the fifteen hundred teachers in attendance who did not pay the \$2.00 fee had "a small sense of self-respect and belong to a low order of manhood."

It is estimated that the meeting cost the teachers in attendance for car fare, hotel bills, etc., about \$240,000—and a good many, besides those, whom Dr. Bicknell characterized as having "a small sense of self-respect" and as "belonging to a low order of manhood" failed to see where they got the worth of their money. Such an expenditure of money will evoke more or less criticism and nothing will be gained—by oversensitiveness or by saying when the facts are stated as to his efforts to secure compensation and a renomination—"they are false in every particular."

### A FABLE AND A MORAL.

ANNA C. BRACKETT.

There are many advantages in the life of a teacher though most of us undoubtedly find many moments when the disadvantages seem fair to overbalance them. The critical mind, the observant eye and the sensitive ear which the profession develops, come to be abnormally and painfully acute, and besides being a source of pain to their possessors, often lay her open to the charge of carping and fault finding. Moreover, it is necessarily the most ardent and devoted teachers who are most liable to these charges, because it is they who "running with patience the race set before them" are apt to concentrate all their energies on their work. In succeeding in their special line of labor, they must, like all other specialists grow more and more one-sided. This is the inevitable result of civilization and its product and result, division of labor. "The individual withers and the world is more and more." The only consolation possible for the individual, when he mourns over the result lies in a closer identification of himself with the great whole world which is really "more and more" through his efforts, provided they are honest and true.

It is possible that among the disadvantages of our less professional life may be reckoned a growing inability to find any enjoyment in the sayings and doings of precocious children. Others may laugh, but to us the exhibition is only sad because from our habitual mental stand point we are always seeing the end to which all these things lead, and the want of foresight which permits them. Every

child, becomes to us a serious problem. No child can possibly appear to us as a toy to produce amusement. That these children who are exhibited and who amuse so much are other people's children and not our own is a fact which does not help us in the least. Our whole lives are spent in watching over "other people's children" and finally we arrive at the point when the sense of responsibility never leaves us. We may still retain enough self-possession and self-control, qualities—which by the way are fortunately also strengthened by our daily life—to prevent no favor, interference or suggestion, but there is no fun for us in the sayings and doings of the children which serve to give other people entertainment.

In the same way when we hear a story it is at once mechanically tested by our consciousness as to whether it will serve as an illustration for our classes, be useful, "to point a moral" when other means are vain or to "adorn a tale" when a little respite is necessary to set a fresh breeze blowing for a moment and ventilate the mental atmosphere of some future recitation. Or it may be that the anecdote serves as a moral for us teachers and gives our already freighted sense of responsibility an additional load. It must not be forgotten that our profession has sharpened also our powers of illustration and shown us resemblances and relations where they would seem most unlikely to exist. Therefore the story which might seem to another to have no possible bearing upon our work seems to us to be very nearly related to it. The truth is, that after many years of active teaching everything seems to be connected in the closest manner with the daily problems of the school room. There comes to us no near and no far, no great and no small, for there is no fact which cannot be turned at once to account in our work. Here is a story which served to entertain a "piazzaful" of people this summer for a moment, was laughed at and forgotten, but my unfortunate teacher's memory has kept it haunting me ever since and I give it now to test its power with other teachers.

"There was once a man who resolved to go round the world. But it never occurred to him that there was any other way of doing this than by a straight line on a parallel of latitude. Even an isothermal line would not do for him, though that might possibly have saved his encumbering himself with overcoats and linen dusters. Accordingly he went round the world as he had planned. It is true that he met with some unpleasant adventures, which caused detentions. For instance, on his first starting out he was arrested as a burglar when found walking across the roof of the houses on the opposite side of the street, and several times he was committed for assault and battery owing to his hav-

ing knocked down people on the road. But he accomplished his feat and returned home entering his kitchen by means of an axe exactly opposite the door by which he had left it years previously. His admiring friends tendered him a reception on his return and after his perseverance, unflinching energy, pluck and originality had been applauded to the echo, he was requested to tell them something of his travels and the countries through which he had passed. It then was discovered that he had been so intent upon carrying out his plan and not deviating from his proposed line of march that he had not seen one single thing."

Ever since then, I have been wondering, not exactly like Longfellow "How many hundreds of care-encumbered men, Each bearing his burden of sorrow, have crossed the bridge since then."

but how many teachers and how many children under the guidance of these teachers have been and are doing precisely the same thing, not even with the omission of the complimentary reception and the congratulatory speeches at the end of the course.

THE "spirit" which animates Mr. Amos M. Kellogg and which Dr. Bicknell "deeply regrets," seems to be to tell the truth—about Dr. Bicknell's foolish ambition and mismanagement of the N. E. A. Mr. Kellogg says:

I have no personal animosity to Mr. Bicknell. The election of any man who would "run" the N. E. A. in the same way would be a calamity. We must not make money the object of meeting—I believe that the N. E. A. should come down to the pressing needs of the day—it is following too much the traditions of the past. It is high time that we get rid of some of the ante-deluvian superstitions that have controlled the teachers in their assemblages.

THE demand for industrial education grows more emphatic. The Boston Transcript declares: "If the studies in the schools were confined simply to reading, writing and arithmetic, and the residue of the time and money put into industrial education, which would make these children useful members of society, it would be a great step onward."

### When You Feel Blue

and your back aches, and your head feels heavy, and you wake unrefreshed in the morning and your bowels are sluggish and costive, you need Kidney-Wort. It is nature's great remedy and never fails to relieve all cases of Diseased Kidneys, Torpid Liver, Constipation, Malaria, Piles, Rheumatism, &c. It operates simultaneously on the Kidneys, Liver and Bowels, strengthening them and restoring healthy action. Put up in both dry and liquid form. Sold by all druggists.

DO IT AT ONCE.—For 10 cents get a package of Diamond Dyes at the druggists. They color anything the finest and most desirable colors. Wells, Richardson & Co., Burlington, Vermont. Sample card, 32 colors, and book of directions for 2c. stamp.



# ARKANSAS

## American Journal of Education.

J. KELLOGG, Little Rock, Ark. { Editors.  
J. B. MERWIN, ..... }

GET up an entertainment of an hour or so—not to excel an hour and a half at the longest, at your school house in the country, one night in the week, and, if the interest will warrant it, two nights, but don't let them run beyond nine o'clock. Have them often enough to give all the pupils a chance to do something. It will interest parents and pupils alike. Strive to do something more than *amuse* the people. Let it be instructive as well as entertaining. After awhile you can charge a small admission to raise money to secure magazines for a reading club and a dictionary.

A RECENT law in New York State requires school teachers on January 1st, 1885, to be qualified to give instruction in physiology and hygiene with reference to the effects of alcoholic drinks, stimulants and narcotics on the human system.

### BETTER METHODS.

WE presented in our September issue some practical helpful suggestions as to the teaching of geography in Primary Schools.

Prof. Howard takes up the subject a step in advance in this issue from the practical standpoint of a successful teacher of large experience.

"The *immediate* work, beginning about the third school year, generally requires about two years' time. The work may be done successfully without a text-book in the hands of the pupils, with the aid and use by the teacher of a set of *Camp's Outline Maps* which are said to be the best—especially in the country schools where the classes are small.

The *key* to *Camp's Maps* as a *primary* text-book, containing not too much matter, will, however, afford valuable assistance." Begin the work with the study of the State in which the pupils reside, for obvious reasons. They should know something of it first, and more of it than of any other State. Moreover, they already know something of it, and this knowledge furnishes a starting-point—a beginning, from which we proceed on the natural principle followed in the study of any other elementary branch—to what lies next beyond and about it.

Suppose the State to be

MISSOURI,

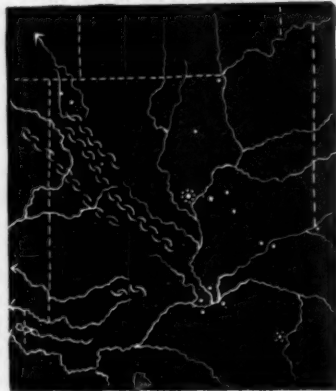
(or any other in which you may live). Study the State under the following list of topics:

1. *Situation*—Teach its situation in the United States, and in the section to which it belongs. It lies in the central part of the United States and is one of the States of the central section.

2. *Boundaries*—Teach the boundaries as determined by the States about it and separated from it by the rivers on its borders.

3. *The map*, studied and constructed by "tracing and sketching" on the slates, paper and blackboard.

In tracing or studying the map, begin at some convenient point in its outline and note carefully the points, etc., to be learned and used in the construction or sketching of the map, without regard to classification. The tracing will in this case be as you see on a map of Missouri



the North Line—Iowa, Des Moines R., Mississippi R., Illinois, Hannibal, Missouri R., St. Charles, Osage R., Jefferson City, Kansas City; East Line—Kansas, St. Joseph, Nebraska, St. Louis, Kentucky, Tennessee; South Line—Arkansas, St. Francis R., Iron Mt. and Pilot Knob, White R., Ozark Mts., Springfield; West Line—Indian Territory, Kansas, Joplin, Carthage.

Now then, give something more of its physical feature such as *Surface, Climate.*

*Waters*—Lakes and rivers. Describe a lake as to its situation and outlet; describe a river as to its source, direction of flow and outlet.

*Occupations, Productions*—Teach the leading occupations and the most important products.

*Principal Cities*—Describe as to location and importance those named in the tracing and placed in the map.

Let the pupils *read up* on all these points with such suggestions as the teacher or the parents may be able to make to aid them.

It will be best to follow the topics in about the order given, because the subjects treated of naturally develop in that order.

Study and make the map by tracing and sketching, because the work in geography is chiefly a matter of *location, form and relation*. The result sought is reached through the eye; the learner *must see* hence the necessity of a set of Outline Maps and the other children present, not occupied learn almost as much from *hearing* and seeing as those that studied in the lesson. The eye is assisted by the hand; in drawing the outlines if the learner *makes*, in his study from his model map, he is compelled to see; if

he can make, he shows evidence of having the idea of location, form and relation in short—of knowing." We are indebted for this and the previous article on this subject to "A Method in Geography," by Prof. Chas. Howard, of the Hodgen School of St. Louis.

### FOREIGN SCHOOL NOTES.

MISS ELEANOR LESLIE, of Rio Janeiro, Brazil, is on an official visit to the United States and Europe in the interest of educational institutions of her city. This lady intends to recommend the adoption of the St. Louis Kindergarten system in Rio Janeiro.

The first lady to ever receive the scholarly degree of Master of Arts in England, recently graduated from London University.

A ST. LOUISAN, who was at one time a school teacher, and who was in Ireland during last June, writes about the school system there as follows: "The National schools are about as nearly like our public schools in the country districts as they can be here. The government provides two-thirds of the means necessary to build and furnish the houses; supplies the books used by the pupils almost wholly, and then charges a penny a week as tuition. This may be paid in turf or peat (used for fuel), twenty ordinary pieces being the equivalent of an English penny. These pieces are nearly of the size of a common brick, but are quite light when dry. Four of them, taking each of the five school days, will meet the weekly demand. Although not religious in their idea and intent, yet, the instruction received in these schools, is more or less flavored by the faith and spirit of those in charge of them."

EATON College, England, was founded 443 years ago by Henry VI, and now has 900 students, who in the aggregate pay a tuition fee of \$100,000. Until 1851 the course of instruction of this school was wholly classical, but since then mathematics and physical science have been added.

THE best price ever obtained in Texas for school lands, was at a recent sale in Clay and Archer counties, where 17,000 acres were sold to one company for \$68,000.

SEPTEMBER 2, 1854, the first settlement of white men was made in what is now the State of Kansas. The thirtieth anniversary of this event is to be celebrated by a reunion of the old settlers and their descendants near Lawrence.

MASSACHUSETTS has a law, recently enacted, which provides that any person who employs a child under fourteen years of age who cannot read and write, shall pay a fine from \$20 to \$50; and employs a minor person over fourteen years old who cannot read and write, in places where free evening schools have been maintained, shall pay a fine from \$50 to \$100 for

every such act. The fines go to the benefit of the evening school fund.

### A Great Problem.

—TAKE all the Kidney and Liver Medicines,  
—Take all the Blood purifiers,  
—Take all the Rheumatic remedies,  
—Take all the Dyspepsia and Indigestion cures,  
—Take all the Ague, Fever and bilious specifics,  
—Take all the Brain and nerve force revivers,  
—Take all the Great health restorers.

—In short, take all the best qualities of all these, and the best Qualities of all the best medicines in the world, and you will find that

—Hop Bitters have the best curative qualities and powers of all

—In them, and that they will cure when any or all of these, singly or combined

—Fail. A thorough trial will give positive proof of this.

### Hardened Liver.

Five years ago I broke down with kidney and liver complaint and rheumatism.

Since then I have been unable to be about at all. My liver became hard like wood; my limbs were puffed up and filled with water.

All the best physicians agreed that nothing could cure me. I resolved to try Hop Bitters; I have used seven bottles; the hardness has all gone from my liver, the swelling from my limbs, and it has WORKED A MIRACLE in my case; otherwise I would have been now in my grave.—J. W. MOREY, Buffalo, Oct. 1, 1881.

### Poverty and Suffering.

"I was dragged down with debt, poverty and suffering for years, caused by a sick family and large bills for doctoring.

I was completely discouraged, until one year ago, by the advice of my pastor, I commenced using Hop Bitters, and in one month we were all well, and none of us have seen a sick day since, and I want to say to all poor men, you can keep your families well a year with Hop Bitters for less than one doctor's visit will cost. I know it."—A WORKINGMAN.

None genuine without a bunch of green Hops on the white label. Shun all the vile, poisonous stuff with "Hop" or "Hops" in their name.

"A TURF and a clod

Spell Nebuchod;

A knife and a razor

Spell Nebuchodenezar;

Five pairs of boots and five pairs of shoes,

Spell Nebuchodenezar, the king of the Jews."

Author unbeknownst to

Yours truly.

### HORSFORD'S ACID PHOSPHATE

#### A Good Thing.

DR. ADAM MILLER, Chicago, Ill., says: "I have recommended Horsford's Acid Phosphate to my patients, and have received very favorable reports. It is one of the very few really valuable preparations now offered to the afflicted. In a practice of thirty-five years, I have found a few good things, and this is one of them."

BARTHOLOMEW's statue of Liberty, which is to be placed on Bedloe's Island in New York harbor, is made of copper sheets. It will be 151 feet high, being twenty feet higher than the tallest ancient colossus [Rhodes] and fifty nine feet higher than any modern work of art of a similar nature.

WHAT is poetical license may perhaps never be defined. The points of a perfect pen may, however, and Esterbrook's fill the bill.



## ENFORCE THE LAW.

THE rational ground for a stringent regulative law concerning the manufacture and the sale of alcoholic liquors is not far to seek. Society has the same right to guard itself against the deleterious traffic in such liquors as it has in respect to the storing and selling of a poisonous drug or gun-powder or dynamite; nay, a better right, since the annual damage to life and property from the unrestricted sale of alcoholic liquors is greater. It is no more interference with individual liberty to prevent by law a free sale of whiskey than to prevent by law a free sale of fire-crackers; no more despotic for the law to say who may and who shall not sell intoxicating liquors and under what restrictions individuals must buy such liquors, if they buy them at all, than it is for the law sharply to define the conditions under which commerce in any explosive compound may be carried on.

## IOWA.

THIS State is "booming" in a financial way. The crops of all kinds are enormous. The railroads and steamboats, for a trifle, take them to St. Louis and Chicago. The money is ready to pay for them in both these markets. Her *twenty thousand* and more teachers train the children all the time into habits of industry, economy and obedience.

Of course Iowa has but few criminals. She finds it cheaper to educate the people than to pay taxes to arrest and convict and support them as paupers.

The teachers of this State—and of every other State—stand guard over the future of the children, and do the most lasting and the most important work of any of our public servants.

For this they are entitled to a compensation far beyond what is now accorded them.

Iowa ought to pay her teachers a more liberal salary; Missouri ought to do this; Illinois ought to do this, and Arkansas and Texas ought to follow on speedily in the wake of this reform. Colorado does better; Nevada better yet. California does well. Nebraska is able, abundantly able, to pay her teachers more wages, and we are glad to hear from all quarters that the people are preparing and are determined to do this.

The only hope of the South is the passage of the "Blair bill," or some bill equivalent to this, early in the session, to distribute the vast supplies of money now lying idle in the treasury—a temptation to political bums—the only hope is to distribute these *millions pro rata*, according to the illiteracy of the people. With this money the schools of the South could be started and continued *nine months* in the year.

We hope our teachers will circulate petitions for this, stir up the people,

discuss the subject, get the facts into circulation, as to the danger and extent of illiteracy in all the States, and the causes which contribute so much and so directly to this result.

SOME poetical newspaper editor in Missouri, who got the mitten up in Iowa from one of her bright lady teachers, resents it by publishing the following item about her three sisters—the wretch!

"Three Iowa girls, neither of whom was over 18 years old, ambushed a school teacher and walloped him half to death for showing favoritism toward a nice girl in the geography class."

IOWA does herself great credit, and great good, too, by circulating *thousands* of copies of this journal among the tax-payers and the people. The results will show its value to the teaching fraternity and to the school interests of this great State.

## KENTUCKY.

GOVERNOR Crittenden is an illustrious son, of this illustrious State—Governor Crittenden says: "Parsimony towards education is liberality towards crime!"

Kentucky is, and has been "parsimonious" towards education. The teachers are not paid a living salary—the schools as a consequence are few and poor—as a result of this "parsimony towards Education" the State presents a singular state of things in regard to her Penitentiary and convicts. The former can only accommodate about 700 prisoners, and 1,200 are half in prison and half in the camps of contractors who had leased their labor from the State. Now, however, the leases have been canceled by the contractors and all the 1200 convicts must be returned to the Penitentiary. All are idle and the State will be obliged to go into debt for their maintenance and provide a place of confinement for at least half of them outside of the Penitentiary. Is it not cheaper to educate the people so they can take care of themselves than to be taxed to support them as criminals and paupers? Is it not a fact that "parsimony towards Education is liberality towards crime?"

Kentucky Education is doing well to urge teachers to use the local press of the State for educational advancement. "The press," it says, "is the power of the day, and teachers must learn to use it, and use it freely." This is sensible. The local press is willing to assist in this matter, as teachers may readily ascertain.

## NEBRASKA.

THANKS to our good friends in Nebraska for the large lists of subscribers which come by every mail. The value of a school JOURNAL that builds up steadily and permanently the school-interests of the

State—seems to be appreciated by the teachers,—not only in Nebraska but all "along the line," and off the line too, as for that, at least our subscription list was never growing faster than at present. Let parents and teachers co-operate.

With the added helps furnished our teachers in the way of maps and globes and charts, they are able to interest and instruct the children to such an extent that school-attendance is a pleasure and a re-creation, instead of a lifeless drudgery. The result is, our schools are filled to overflowing. Then comes the enthusiasm of intelligent competition of growing intellectual power on the part of pupils. Every sense has something to feed upon when the walls of the school room are hung with maps, when the black-boards are filled with drawings wrought by the hand and brain of the child; when globes are within easy reach to show locality, distance, latitude and longitude. At every step, the teachers and the text book are reinforced by these aids, and every lesson is made a vivid reality instead of a hum-drum dead letter performance. The teachers will do ten or twenty times as much work with these helps as they could do without them, and it is work that stays that builds up and interests. The schools were never so full so early in the season as now.

LET the parents co-operate cheerfully and promptly with the teachers, in all their efforts to interest and instruct the children, confer with them and encourage them, and help them over any little difficulties they may encounter from inexperience or lack of acquaintance.

IN the west of England the fortunes of children are believed to be largely regulated by the day of the week on which they are born:

"Monday's child is fair in face,  
Tuesday's child is full of grace,  
Wednesday's child is full of woe,  
Thursday's child has far to go,  
Friday's child is loving and giving,  
Saturday's child works hard for its living,  
And a child that is born on Christmas day  
Is fair and wise, good and gay."

THE noblest examples of human character have been none other than those who have succeeded to some good degree in making their lives a reflex of the life of Christ.

GEN. EATON, United States Commissioner of Education, favors the introduction of scientific matter into primers. He believes this would serve to check the spread of vile literature among the young.

HORSFORD'S ACID PHOSPHATE,  
For Alcoholism.

DR. C. S. ELLIS, Wabash, Ind., says: "I prescribed it for a man who had used intoxicants to excess for 15 years, but during the last two years has entirely abstained. He thinks the Acid Phosphate is of much benefit to him."

## A Safeguard.

The fatal rapidity with which slight Colds and Coughs frequently develop into the gravest maladies of the throat and lungs, is a consideration which should impel every prudent person to keep at hand, as a household remedy, a bottle of AYER'S CHERRY PECTORAL.

Nothing else gives such immediate relief and works so sure a cure in all affections of this class. That eminent physician, Prof. F. Sweetzer, of the Maine Medical School, Brunswick, Me., says:—

"Medical science has produced no other anodyne expectorant so good as AYER'S CHERRY PECTORAL. It is invaluable for diseases of the throat and lungs."

The same opinion is expressed by the well-known Dr. L. J. Addison, of Chicago, Ill., who says:—

"I have never found, in thirty-five years of continuous study and practice of medicine, any preparation of so great value as AYER'S CHERRY PECTORAL, for treatment of diseases of the throat and lungs. It not only breaks up colds and cures severe coughs, but is more effective than anything else in relieving even the most serious bronchial and pulmonary affections."

AYER'S  
Cherry Pectoral

Is not a new claimant for popular confidence, but a medicine which is to-day saving the lives of the third generation who have come into being since it was first offered to the public.

There is not a household in which this invaluable remedy has once been introduced where its use has ever been abandoned, and there is not a person who has ever given it a proper trial for any throat or lung disease susceptible of cure, who has not been made well by it.

AYER'S CHERRY PECTORAL has, in numberless instances, cured obstinate cases of chronic Bronchitis, Laryngitis, and even acute Pneumonia, and has saved many patients in the earlier stages of Pulmonary Consumption. It is a medicine that only requires to be taken in small doses, is pleasant to the taste, and is needed in every house where there are children, as there is nothing so good as AYER'S CHERRY PECTORAL for treatment of Croup and Whooping Cough.

These are all plain facts, which can be verified by anybody, and should be remembered by everybody.

## Ayer's Cherry Pectoral

PREPARED BY

Dr. J. C. Ayer & Co., Lowell, Mass.  
Sold by all druggists.

TUTT'S  
PILLS

25 YEARS IN USE.

The Greatest Medical Triumph of the Age!

SYMPTOMS OF A  
TORTURED LIVER.

Loss of appetite, Bowels constive, Pain in the head, with a dull sensation in the back part. Pain under the shoulder-blade, Fullness after eating, with a disinclination to exertion of body or mind, Irritability of temper, Low spirits, with a feeling of having neglected some duty, Weariness, Dizziness, Fluttering at the Heart, Dots before the eyes, Headache over the right eye, Restlessness, with fitful dreams, Highly colored Urine, and CONSTIPATION.

TUTT'S PILLS are especially adapted to such cases, one dose effects such a change of feeling as to astonish the sufferer. They increase the Appetite, and cause the body to "Take on Flesh," thus the system is nourished, and by their Tonic Action on the Digestive Organs, Regular Stools are produced. Price 25c. 44 Murray St., N.Y.

## TUTT'S HAIR DYE.

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WANTED YOUNG MEN to learn telegraphy. Paying situations guaranteed. Send for terms. COMMERCIAL R. R. TELEGRAPH COLLEGE, Ann Arbor, Mich.

## TENNESSEE

### American Journal of Education.

W. E. BELL, Nashville, Tennessee. } Editors.  
J. B. MERWIN }.

We expect to publish in our next issue, a part, (or all—if we can find room for it), of the paper read at the National Educational Association at Madison, by Miss Clara Conway on "The needs of Southern Women," of which the Chicago Times spoke as follows:

"It was a woman of the South—who at the last moment, took the foremost place as an orator and as the author of the most interesting paper in the series." Tennessee may well be proud of its representation at this great meeting.

DR. F. LOUIS SOLDAN says: While direct industrial work is not a proper subject of common-school training, they hold that drawing *should* be taught because it gives manual training of a sort beneficial to every child. Drawing imparts a knowledge of form with all the training of the observing and imitating faculties which this involves, and it cultivates habits of neatness and the careful handling of materials.

#### GOLDEN WORDS.

THE following important suggestions from President Hunter, of the New York Normal school, will be read with interest. They are golden words coined out of a large and successful experience of years in one of the most successful and useful training schools in the country.

Prof. Hunter says:

It is only reasonable to presume that teachers educated and trained to observe the following principles based on psychology, will instruct children more rapidly and intelligently, and exercise a better moral influence than teachers fresh from the secondary schools and colleges who have never received an hour's instruction in the art and science of teaching.

1. Activity is the law of the child's being.
2. The idea should always precede the word.
3. Cultivate language.
4. Never do for a child what he can do for himself; never tell him anything which he can discover for himself.
5. Proceed by easy steps from the known to the unknown, from the concrete to the abstract.
6. Cultivate the child's faculties in the natural order.
7. The trained faculty is more important than the study employed to cultivate it.

More of these self-evident truths might be stated; but the above mentioned will serve, it is hoped, to convince persons not familiar with

normal methods that teaching is both an art and a science. Take for example, what might be termed the first axiom of teaching, *Activity is the law of the child's being*, and its recognition necessitates the Kindergarten, or what amounts to the same thing, a wise, educated mother, and puts an end to all the harsh, cruel and stupid restraints to which young children in some primary schools are subjected by so-called "good disciplinarians." The teacher trained to observe this law will utilize the child's natural activity, will teach him to write, to draw, to make, to build. Again, if the apprentice teacher has had the second axiom of teaching constantly impressed upon her mind, that the *idea must precede the word*, she will never permit that abominable memorizing of words without meaning, which simply stultifies the intellect. The work of the college is specially organized and directed to educate and train teachers for the primary schools, to broaden their intelligence, to cultivate their conscience, and to give them a loftier appreciation of the importance and dignity of their profession. It is for the public to choose whether they will employ educated and trained teachers to instruct their children, or teachers picked up here and there at haphazard, who may work infinite injury while blindly stumbling about, groping for correct methods.

#### WANTED A BIRD.

COL. CLOCKWELL is very proud of his little son, and never loses an opportunity to exhibit his precocity. Several nights ago the Colonel had company. George, the bright youngster, entered the room.

"Don't you see the ladies and gentlemen, George?"

"Yes."

"Well, why don't you speak?"

"Cause I don't want to."

"You must not talk that way."

What have you learned at the kindergarten?"

"Ain't learned nothin'."

"Oh, yes you have. Who is the President of the United States?"

"Arthur."

"That's right."

"Say," said the boy, looking up with an air of sudden interest; "I want you to get me a bird."

"What do you want with a bird?"

"Ride on it."

"You can't ride on a bird, son; you are too heavy."

"No, I ain't, cause mamma said you went out on a lark."

The examination was brought to a precipitous close.

That is the reason, perhaps, why the Professor of the school and some of the other principals are so much opposed to the kindergarten. The children get too smart for 'em and they can't control them without some exertion.

## ST. AUSTIN'S SCHOOL.

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A Church School of the highest class. Terms \$500. Rector—Rev. Alfred G. Mortimer (Univ. of London). Assistants—Rev. G. E. Cranston (Brown Univ.); Rev. B. S. Lessor (Princeton, ex-fellow); Rev. S. W. Thackeray (Trinity Coll., Cambridge, Wrangler); Mr. F. W. Rees (Ghris. Church, Oxford, late Exhibitioner); Mr. I. H. Mollieux and others. 17-j-h.

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For programme, address Prof. Geo. J. Brush, Executive Officer, New Haven, Conn. 17-j-6-11

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For Full Information, Address

GEO. L. OSBORNE, Pres't.

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## VASSAR COLLEGE, POUGHKEEPSIE, N. Y.

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S. L. CALDWELL, D.D.,

17-F-K

President.

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Next term begins, Monday, Oct. 6, '84. Students may enter at any time.

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HALSEY C. IVES, Director.

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Will admit a new class of

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June and September Examinations.

Candidates are advised to try on the 9th of June, if 14 years old, and well up in Arithmetic and Geography. September examination on FRIDAY, the FIFTH.

Full particulars in the Catalogue, for which apply by letter to

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Washington University,  
St. Louis.

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## The Hershey School of Musical Art, CHICAGO, ILLINOIS.

Affords unsurpassed facilities for Musical Education in every department of the art. Special facilities for Concert performers.

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H. CLARENCE EDDY, General Director.

Mrs. SARA HERSHEY EDDY, Vocal Director, Hershey Music Hall, Chicago, Ill. 16-11-17

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"Weekly Report of Vacancies" in schools.  
17h-18g

## Gannett Institute

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Boston, Mass.

Family and Day-School. Full corps of Teachers and Lecturers. The *Thirty-first Year* will begin Wednesday, Oct. 1, 1884. For Catalogue and Circular apply to Rev. GEO. GANNETT, A.M., 69 Chester Square, Boston, Mass. 17-dcb

## Mechanicville Academy,

MECHANICVILLE, Saratoga county, N. Y. The full term begins Sept. 1, 1884. Three graduating courses for young ladies and gentlemen. Rare advantages in music. Superior home influences. Students admitted only to fill vacancies. For further particulars confer by letter or in person with the Principal.

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MRS. S. E. KING AMES.

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## WOMAN'S MEDICAL COLLEGE OF CHICAGO.

The annual session commences about the first Tuesday in October, and continues thirty-on weeks.

The requirements for admission, the course of study, and the requirements for graduation fully equal to contiguous colleges.

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For information or announcement, address Prof. David W. Graham, M. D., Sec'y. 17-m-3ly

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17-E-J

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## SUGGESTIONS.

HERETOFORE, lessons in language have been considered as synonymous with lessons in technical grammar, and have been confined (such as they were) to the grammar classes. The result is, that a majority of children leave school without having had any special training in the use of language. Drawing, too, has been as sadly neglected. Indeed, it has been considered as outside the common school course—as belonging to a profession, and not adapted to, nor desirable for, the mass of children. But the reverse should be true. The exceptions should be the rule. Lessons in language and drawing should be added to the early part of the common school course; and ability to properly teach them should be among the qualifications of primary teachers. Experience teaches that the ability to learn to talk, to write, (to compose in writing,) to draw with a good degree of accuracy and skill, is general; and that the time to teach them so that the children will derive the most benefit from them, is in early childhood. It may be true, that children will not then apparently make the greatest advancement, but the benefits which they will receive will be radical, giving bent to their minds, and will lead them, as they grow older, to complete their own education in these respects. How true, and to the point, is the trite old maxim: "As the twig is bent the tree's inclined."

## TEACHING SPELLING.

WRITTEN Language was invented, not to be used as a substitute of Spoken Language, but because the language was not complete for the purposes of life without this addition. Necessity, more than convenience, brought forth the Written Language. In oral language, we have no spelling. Spelling is confined to written language, and in practical life, it is done with the hand to form words. As well might one attempt to become an expert on the piano-forte by following with the voice the music of the instrument played by another, as to become fitted for the practical work of spelling by calling off the names of the letters which compose the word. The hand must do the work, and the eye must give the verdict of right or wrong. Every scholar knows this is true in practice. The printer corrects his proof, not by spelling the words by letters, but the eye sees them as wholes, and instantly detects the unfamiliar looks of mis-spelled words, and says—*wrong*. The most unpracticed eye, would, without hesitation, say of boy when printed thus—*bof*—*wrong*. In teaching spelling, then, the hand and the eye are to be brought into use and carefully cultivated. Oral spelling may be practiced for variety, and as a help, but no more.

SPELLING BEGINS with the learn-

ing of the words. The eye begins the process by taking to the brain the form or look of the word—the hand completes it by tracing the form already known. The child should spend much time in making words in writing or printing. Copying words and sentences, writing them from dictation, and from memory, are among the best methods for teaching spelling; and, at the same time they teach penmanship and composition.

## A GOOD SUGGESTION.

COLLEGE STATION, TEXAS, Sept. 20, '81.  
J. B. MERWIN, EDITOR OF AMERICAN JOURNAL OF EDUCATION.

Dear Sir:—I ask space in your valuable JOURNAL to call the attention of its readers to a matter which may be of interest, at least to some. In the July Number of the *Texas Journal of Education* published at Houston, Texas, appeared the proceedings by a number of teachers who met at San Pedro Springs for the purpose of effecting an organization of teachers to visit the World's Exposition at New Orleans this winter. It was thought best to make the excursion during the Xmas holidays, as teachers usually have a few days to spare at that time. Now cannot the teachers of Missouri, Mississippi, Arkansas, Tennessee and other states form similar organizations to meet there at the same time? We wish to become better acquainted with our co-laborers. Bring about a closer bond of union. Let the teachers meet and have an interchange of ideas—all will be benefited, none injured.

What say the readers of the JOURNAL?

Yours, Respectfully,  
ROBT. F. SMITH.

A. & M. C. OF TEXAS.

## GREAT POSSIBILITIES.

"IS IT correct to say 'have went'?" was asked of a young man. "I don't know," he replied. "Why, I thought that you graduated from a university?" "So I did, but you see we never had anything to do with the *English* language. I hear that it admits of great possibilities."

MONO POETS is the new name for bards who write one bit of verse and then die. Why is it that this kind of poet is so scarce and the other kind is so plentiful? Why, O why?

THE Government of the United States last year gave the Smithsonian Institute \$14,229 to use in studying and investigating North American ethnology.

It costs the National government \$187,000 last year to maintain lights and buoys on the Ohio, Mississippi and Missouri rivers.

In recording new lists of names and transferring so large a number from the old books to the new, an unintentional mistake will now and then occur. We shall be more than glad to be promptly informed of such errors. We rather every subscriber would get two copies of this journal than to miss one. We cheerfully and promptly correct errors when informed of them. It costs but a cent postal card to notify us if the JOURNAL does not reach our subscribers promptly, and we will make the expense and trouble good, ten times over. Let us know at once if the JOURNAL does not reach you regularly.

MR. AMOS M. KELLOGG states the fact in the issue of *The School Journal* of September 20th, that at a meeting in Madison, "a gentleman who had been receiving the funds of the N. E. A., said to me, 'The association will never pay an officer a salary; Mr. Bicknell wanted \$500, but it was replied 'if he has any bills to present, let them be sent in, but we shall pay him no salary.'"

Here are two witnesses to the fact which Dr. Bicknell pronounced "false in every particular."

We think Dr. Bicknell earned, and ought to have from the Association five times the amount he named or is said to have "wanted."

We would be willing to pay for a couple more life memberships to secure this too.

THE editor of *Texas Siftings* says: "Seventy-five times during the session of the Convention at Chicago, I heard seventy-five different orators say: 'My friends, the war is over; we have buried the past, and

Under the sod and the dew,  
Waiting the Judgment Day,  
Under the roses the Blue,  
Under the lilies the Gray. [Applause.]

We are a united band of brothers met for a common cause; let us know no South, no North, no East, no West, etc., etc.' ('Dixie,' by the band.)"

LONDON, ENG., recently had to lower its theoretical grade of examination for female teachers, in order to secure practical and common sense teachers to fill vacancies in the public schools of that city.

FRANCE has 75,635 free schools for children. The primary schools have 5,360,000 pupils, and the kindergartens 644,334. The Government expend about \$53,531,500 annually on these schools.

THE Teachers' Co-operative Association, of Chicago, announce a new branch office at Lincoln, Neb., Miss L. Margaret Pryse and Miss Jennie Denton, Editors of "School Work," managers. All applicants are registered at Allentown, Penn., and Lincoln, Neb., without extra charge.

HORSFORD'S ACID PHOSPHATE  
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DR. J. W. SMITH, Wellington, O., says: "In impaired nervous supply I have used it to advantage."

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AYER'S Sarsaparilla is a medicine that, during nearly 40 years, in all parts of the world, has proved its efficacy as the best blood alterative known to medical science.

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IS your blood vitiated by derangements of the digestive and assimilatory functions? Is it tainted by Scrofula? or does it contain the poison of Mercury or Contagious Disease?

THE leading physicians of the United States, who know the composition of AYER'S SARSAPARILLA, say that nothing else so good for the purification of the blood is within the range of pharmacy.

ONLY by the use of this remedy is it possible for a person who has corrupted blood to attain sound health and prevent transmission of the destructive taint to posterity.

THOROUGHLY effective renovation of the system must include not only the removal of corruption from the blood, but its enrichment and the strengthening of the vital organs.

RELIABLE world, testify that this work is better accomplished by AYER'S SARSAPARILLA than by any other remedy.

BLOOD that is corrupted through disease is made pure, and blood weakened through diminution of the red corpuscles is made strong, by AYER'S SARSAPARILLA.

PURIFYING up the system requires time in serious cases, but benefit will be derived from the use of AYER'S SARSAPARILLA more speedily than from anything else.

MEDICINE for which like effects are falsely claimed, is abundant in the market, under many names, but the only preparation that has stood the test of time, and proved worthy of the world's confidence, is

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lithographic house in Germany. There are FIFTY beautiful designs—elegantly embossed, and they form the most pleasing and attractive assortment of Reward Cards ever offered in this country. We want the name and address of every Teacher in

the United States; and every one who will send us twenty-five two-cent stamps and the name and address of three other teachers, will receive the

above package of fifty cards, and your choice of either two handsome Mantel Cards or an elegant Perfume Satchel, as a present, by return mail, post-paid by us.

We have a large variety of Scrap Books and Card Albums; also Cards and Scrap Ornaments for same. 100 Scrap Book Cards, assorted, no 2 alike, pack No. 1, 50 cents; pack No. 2, 100 cards, 75 cents; pack No. 3, 100 cards, \$1; pack No. 4, 100 cards, \$1.50. We will send by mail, post-paid, a beautiful little album for 50 cents; larger sizes at \$1.00, \$1.50, \$2.00.

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I send free a book on the Art of Money Getting. This book contains my experience as a farmer, and my success as a canvasser. Address  
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## ILLINOIS.

## American Journal of Education.

E. N. ANDREWS, Chicago..... { Editors  
J. B. MERWIN..... }

SEVERAL County Superintendents in Iowa, Missouri, Nebraska and Kansas, have sent the names of every teacher in their respective counties as subscribers to this JOURNAL. We have sent them the premium and they order more.

WITH this large yield of crops of all kinds—making the people and the states rich, it is a good year to inaugurate a movement to continue the schools nine months out of the twelve, and to secure more competent teachers—by the payment of larger wages.

If we pay as we are able to do, better wages to our teachers we shall be able to hold on to those who have done well and to secure those more competent in the future. It is a great advantage to your child to have a cultured—liberally educated instructor.

THE school directors feel more liberal than usual this year and are willing to give the teachers some "tools to work with." Teachers can add largely to their usefulness by the use of these, as they teach a whole class of ten to twenty more effectively than they teach a single pupil without them.

REMEMBER that the time slips away very fast and if you do not teach pupils the practical things of life—they will never get them. Teach them to write a letter properly, to date it properly, to sign it properly and to direct it, and stamp it properly.

WHEN God has a great work for any one to do in the world, he usually gives him a peculiar training for it, and that training is just what no earthly friend would choose for him; and sometimes it is so long continued that there seems to be but little time left for work.  
—Anon.

## THIS MAY BE OF INTEREST TO YOU.

EXCELLENT rules for computing interest on any sum for any number of days.

Four per cent.—Multiply the principal by the number of days, separate right-hand figure and divide by 9.

Five per cent.—Multiply the principal by number of days and divide by 72.

Six per cent.—Multiply by number of days, separate right-hand figure and divide by 6.

Seven per cent.—Multiply principal by the number of days and then by 7, separate right-hand figure and divide by 36.

Eight per cent.—Multiply by number of days and divide by 45.

Nine per cent.—Multiply by number of days, separate right-hand figure and divide by 4.

Ten per cent.—Multiply by number of days and divide by 36.

Twelve per cent.—Multiply by number of days, separate right-hand figure and divide by 3.

Fifteen per cent.—Multiply by number of days and divide by 24.

Eighteen per cent.—Multiply by number of days, separate right-hand figure and divide by 2.

Twenty per cent.—Multiply by number of days and divide by 18.

## INDIANA.

PRESIDENT MOSS, of the Indiana State University, says: "It is well worth while that all students should be taught how to read the newspapers, and to understand the full significance of what they read. What is thus true of the daily journals is equally or more strikingly true of the literary and professional periodicals.

My custom has been, during one or more terms of the senior years, to divide the class into several committees—on home politics, political economy, education, science, literature, art. The recitation of one day in each week, perhaps Monday, is given up to the report of these committees. The facts thus brought together from the week's reading are commented upon briefly, and their special significance and bearing pointed out. Perhaps a student has fallen in with an elaborate discussion that has interested him—some essay, or address, or leading editorial on some prominent and important topic. He will give a summary of this, and show its agreement or disagreement with what he has already been taught.

This exercise is very interesting and very profitable. It makes the student interested in current affairs, and enables him better to understand the history of the past by gaining some insight into the no less momentous history that is taking shape before his eyes. The method here briefly indicated is capable of application to schools of all kinds, and almost all grades." We hope every teacher in the State will devote a few moments each day to an exercise of this kind among the older pupils, and thus familiarize themselves with the current events of the term.

THE great St. Louis Fair will this year present a greater array of attraction than ever before—and that too in all the varied departments. It is an object lesson of instruction that people can scarcely afford to miss.

A GOOD method of teaching requires that the thing, or the idea shall be properly associated with the word that represents it.

The earlier steps in reading require great skill in the teacher, and most careful management to guide

the young learner in a natural way of learning to read, so that his future progress shall be attended with successful results.

Fortunately for those whose duties require them to teach reading to young children, the principles that should guide, and the methods that will lead to excellent results, may be found clearly set forth in a new book on elementary reading, called "First Reading: From Blackboard to Books," by Mr. N. A. Calkins, who, as a successful superintendent, has been connected with the public schools of the city of New York for more than twenty years.

## KANSAS.

A GOVERNMENT is simply a reflex of the individuals composing it. If we want an honest, sober government, we must have an honest, sober people. But we can never have an honest, sober people as long as the government sanctions that which makes its citizens dishonest, drunken and corrupt. So says ex-Governor St. John, and he is correct in both statement and conclusion.

Our teachers should take hold vigorously and intelligently of the various text-books on alcohol and introduce them into the school.

Ex-Governor St. John says also, that "there are about 175,000 retail dealers in intoxicating liquors in the United States, each of whom pays to our government \$25, in consideration of which sum they are permitted to carry on their business for twelve months. When we add to this the amount paid by the distillers, brewers and wholesale dealers, we find that the interest of the government in the manufacture of intoxicating liquors is about \$80,000,000 annually. This traffic, sanctioned as it is by the laws of our country, cost the people, at a low estimate, \$1,000,000,000 a year, not to speak of the destroyed homes, debauched manhood, poverty, heartache, crime and corruption it produces."

FOR years I have been afflicted with Hay-Fever. I gave Ely's Cream Balm a trial. The relief was immediate. I regard myself cured.—G. SCHREIBER, Superintendent of Cordage county, Elizabeth, New Jersey. Price 50 cts. HAY FEVER.—I have used Ely's Cream Balm for Hay-Fever, and have experienced great relief. I recommend it as the best of all the remedies I have tried.—T. B. JENKS, Lawyer, Grand Rapids, Mich. Price 50 cents.

"PY SCHEMINY how dot boy studies de languages," is what a delighted old German said, when his four-year-old boy came from school and called him an "old, unripe head of sour-kraut."

"I HAVE both used and sold Prickly Ash Bitters for a number of years, and think it the best bitters made for Biliousness, Liver Complaints and for toning up the system," so writes W. H. Cole, druggist, of Joplin, Mo. A single trial of this remedy will convince any person of the truth of the above.

## GAIN Health and Happiness.

How? DO AS OTHERS HAVE DONE.

Are your Kidneys disordered? "Kidney-Wort brought me from my grave, as it were, after I had been given up by 12 best doctors in Detroit." M. W. Deyersaux, Mechanic, Ionia, Mich.

Are your nerves weak? "Kidney-Wort cured me from nervous weakness &c., after I was not expected to live."—Mrs. M. M. B. Goodwin, Ed. Christian Monitor, Cleveland, O.

Have you Bright's Disease? "Kidney-Wort cured me when my water was just like chalk and then like blood." Frank Wilson, Peabody, Mass.

Suffering from Diabetes? "Kidney-Wort is the most successful remedy I have ever used. Gives almost immediate relief." Dr. Philip C. Ballou, Monkton, Vt.

Have you Liver Complaint? "Kidney-Wort cured me of chronic Liver Diseases after I prayed to die." Henry Ward, late Col. 49th Nat. Guard, N. Y.

Is your Back lame and aching? "Kidney-Wort (1 bottle) cured me when I was so lame I had to roll out of bed." C. M. Tallmage, Milwaukee, Wis.

Have you Kidney Disease? "Kidney-Wort made me sound in liver and kidneys after years of unsuccessful doctoring. Its worth \$10 a box."—Sam'l Hodges, Williamstown, West Va.

Are you Constipated? "Kidney-Wort causes easy evacuations and cured me after 16 years use of other medicines." Nelson Fairchild, St. Albans, Vt.

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## MAKING THE BEST OF IT.

"Oh, mamma, what do you s'pose—" the flying feet tripped on the door sill, and the sentence remained unfinished.

Mamma and Aunt Rose, looking up from their work, saw a sorrowful little somebody quietly picking herself up and smoothing down the pink "Muzzer Hubbard."

The curls drooped low over a pair of brown eyes that bravely winked back the tears, and only the quivering lips told of the disappointed hopes suddenly crushed; for her right hand still held tightly the fragment of an egg-shell, and our baby said, as she held it up for inspection, "I didn't break it all, mamma; not QUITE all!"

This incident reminds me of the comforting reflection of a small cousin who, when mournfully telling of the death of a pet calf, drew a long breath, and said with apparent cheerfulness, "Well, we saved the skin of him."

Dear little philosophers! you have solved a problem that has puzzled older heads, and learned how to make the best of losses.

When anticipated pleasures are denied us; when some cup of joy is snatched from us ere our thirsting lips had touched the brim, when

"Our idols are shattered,  
Our earth-star fled,"

let us hopefully, quietly gather up the fragments that remain and make the best of them.

Perhaps there will be but a crumb where we had expected a loaf; only the bloom of a peach, and we had hoped for fruit. Yet, if we can be satisfied with this and wear a cheerful countenance, we will be happier and make those around us happy. Who can tell? There may be better things in store for us than we had dared hope or even think.

A day or two after Nettie's egg came to crash, grandma gave her another, a tiny, pink-tinted beauty; as nearly like the first as one egg is like another, and yet I could detect a brighter shade of coloring. Waiting sometimes brings gain, which richly compensates for past loss.

ROSE-OF-TANGLEWOOD.

## HICKORY COUNTY, MO.

THE Hickory County Normal Institute met at Weaubleau City, Hon. R. D. Shannon as Instructor. The Dr. immediately organized the Institute into classes, believing this to be the best method of giving true Normal instructions.

The enrollment of teachers was good, reaching fifty members.

The work of the session was very instructive, and was appreciated by all. We had the new theory of instruction thoroughly presented, discussed and compared with the old.

Dr. Shannon, through his superior methods of imparting instructions and his "admirable system for the regulation of the whole work of the school

room," has awakened an interest in the true education which will be productive of much good.

The teachers of Hickory County intend holding a Normal school from one to two months every year, and recommend that each county of the State follow this up.

It was also recommended by the Institute that the Executive Committee secure the services of Dr. Shannon to conduct our next Normal.

COMMITTEE.

## HINTS TO TEACHERS.

BY UNCLE PHIL.

YOU cannot be too particular in insisting that what you order to be done is done just as you desire it to be. Your power will lie in the wise selection of duties to be done, and the allowance of a reasonable time compared with the number of duties.

If you want to make yourself despicable, condemn the work and methods of nearly every other teacher you know, and destroy the labor of years when you enter upon your duties, in order that you may cater to your own bigoted opinions.

If you want to secure interest and attention during a recitation, see that it is conducted with energy and snap, and if convenient, stop it at a very interesting point, and announce "to be continued in our next." When intelligently used this method leads to as eager a desire for the next, on the part of the pupils as is shown by all story readers where treated likewise.

MIGHT it not be well for you as a teacher to read some of our standard novels and note their effects on yourself before you set yourself up as an adverse critic. The most violent and at the same time ignorant critics are those who have never studied our best novels—Mark you, *study* them, not *read* them.

GET your pupils to read. Start them at something. Get the force going and assist it to grow in every legitimate way, but start your pupils to read, *something*. Be a reader yourself and exhibit the benefits thereof, before you undertake to show others the advantages.

"WHAT a magnificent method you used in that recitation," said a friend to me one day after listening to a very interesting class exercise in history. I said nothing, but I felt that I had but seized on the spirit of the subject at the proper moment and the sentiment of my class being aroused, I merely guided it. To me, no credit was due, for the "method" was a natural consequence, as thunder follows lightning. Is there not a point here for us all?

How hungry I used to get, when my teacher would tell us of all the beauties, the truth, and the goodness he found in reading; of all the noble men with whom he used to associate every evening; of all the ancient heroes whose deeds were sung to him; of all the thrilling events in the lives of individuals and nations, and of all the sweeter, and more quiet thoughts that were wafted round him in this world of books in which he lived. Do you wonder that we all wanted to live there too? And we did. As a teacher, "Go thou and do likewise."

## SOUTH CAROLINA.

THE Charleston News and Courier, in a notice of the State Teachers Institute recently held at Spartanburg, S. C. says: "Among the educators from abroad who visited the Normal Institute, were Prof. T. J. Mitchell, superintendent of the Charlotte, N. C. Graded schools, and Prof. Lynes, of Shorter College, Rome, Ga. Both of these gentlemen kindly consented to deliver a lecture each before the teachers, and thus contributed largely to the interest of the Institute. Prof. Mitchell gave a talk on the methods of keeping children interested and employed in the school room. The suggestions were so practical and so easily followed that we take the liberty of repeating them for the benefit of our young teachers. They were grouped under the following heads: 1. Singing; 2. simple drawing; 3. copying prose and poetical extracts; 4. moulding geographical outlines in sand or putty; 5. marching; 6. calisthenics; 7. framing sentences on a given topic; 8. making outlines and analysis; 9. preparing questions on a given lesson. Besides these were several others, each of which was pleasantly illustrated. Altogether this was one of the most interesting and practical talks ever given in the State, and teachers in other States will find these exercises will work up a new interest always in their schools. Yes, we believe in *teaching by doing*."

DON'T you think you ought to have our premium for yourself? It is very useful to teachers. Please also call the attention of other teachers and friends to the table of contents, and see how much you get for a very little money.

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It is in spite of a natural, universal, inevitable and intense hostility to it that Christianity—by conquering and transforming individuals, even the worst, has won its way in the world.

THE small boy in front of the organ grinder is no more inevitable than that the pen in the penholder you are using should be Esterbrook's.

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## RECENT LITERATURE.

*The Century* for October is filled with good things as usual, and promises for the November issue the first of a series of illustrated papers on the civil war. Gen. Beauregard will write of "The Battle of Manassas;" Gen. U. S. Grant of the battles of "Shiloh," "Vicksburg," "Chattanooga" and the "Wilderness." This series of papers will be of special interest to the history and geography classes in our schools. Both sides will be written up and the scenes fully illustrated.

The first of the series, "Lights and Shadows of Army Life," in the October number, is full of anecdotes illustrating the difficulty of maintaining proper discipline among the rank and file. We should scarcely know where to leave off, if we begin to quote, and so we commend the whole article. Our advice is, to organize that "Reading Club" at once in every school district, and make the most of these pleasant evenings by interesting the people in the work done in our schools.

A new series of juvenile books, "The World in Pictures," is announced by Cassell & Company. It is in three profusely illustrated volumes—"All the Russias," "Chats about Germany" and "Land of the Pyramids"—and is a companion series to the "Wonderland Library" which has proved so popular among the young folks.

**CHORAL WORSHIP.**—A collection of new sacred and secular music for choirs, singing-schools, conventions and the home circle, by L. O. Emerson, Oliver Ditson & Co., publishers, Boston. Nothing extraordinary or striking is claimed for this work, but those in need of such a book will do well to send for a copy. It is complete, and rich with good things. Write for terms, etc.

**THE NORMAL MUSIC COURSE.**—By Tufts & Holt. D. Appleton & Co., publishers, N. Y. This is the Third Reader Supplement, containing a series of compositions, selected, adapted and arranged from the best masters, and made with special reference to the work in the first three books of the series. We would add that it is intended exclusively for female voices, and contains numerous beautiful gems of song.

**ELEMENTARY HISTORY OF THE UNITED STATES.**—By G. P. Quackenbush. L.L.D. Revised in 1884 by John D. Quackenbush, A.M., M.D., D. Appleton & Co., publishers, N. Y. We picked up this little book, and at once became a boy again. We read and read, and led on by one story after the other, we would fain have finished the book. It is a delightful volume for the beginners, and many teachers themselves would be benefitted by a thorough reading of the volume. We are simply delighted with it.

**HADLEY'S GREEK GRAMMAR.**—Revised and in part rewritten, by F. D. Allen, of Harvard College; D. Appleton & Co., publishers, N. Y. This volume has lost none of its power by the remodeling, but has been considerably strengthened by the added experience of the cultured reviser. Send for a copy.

**THE DEVELOPMENT THEORY.**—Bergen, Lee & Shepherd, Boston, publishers. We thank the authors for this little volume. It comes a little late for that popular sentiment which so indignantly arose when the question came to the minds of the populace some years ago, so forcibly. But late as it is, it will work yet to good advantage in presenting a simple sketch of what Haeckel so well calls "The Natural History of Creation." Every teacher should own one of these volumes.

**ANATOMY, PHYSIOLOGY AND HYGIENE.**—Walker; A. Lovell & Co., N. Y.

Y. It would require more space than is at our command to do this volume justice. It is practical even to the minutest detail. As an instance of the care taken to make it a model volume, the selection of the type used and tint of the paper were left exclusively to a celebrated oculist. The power and rich experiences of specialists in every department have been added to the abilities of the author, and the result is one of the finest volumes extant. The chapter on emergencies and the appendix are filled to overflowing with practical suggestions which enter into our daily life. As a manual it is worthy a place in any course of study in the land.

**THE NEW PHYSICS.**—By John Trowbridge, of Harvard University; D. Appleton & Co., publishers, N. Y. This is experimental. The abstract is generally discarded and the concrete brought out. The volume is intended to develop laboratory work, and all the experiments are so connected as to make almost a complete chain from beginning to end. It is a book for high schools and preparatory schools for college.

**PRACTICAL WORK IN THE SCHOOL ROOM.**—Part I, "The Human Body;" A. Lovell & Co., N. Y., publishers. A little volume which will be of great value to every teacher, because it illustrates the very successful methods employed by two cultured lady teachers in school 49, N. Y. City, primary department.

The frontispiece of the *Magazine of Art* will be "The Farmer's Daughter," from the painting by W. Q. Orchardson, which attracted so much attention in the recent exhibition at the Grosvenor Gallery.

The Hon. Julius H. Seelye is preparing an article on "Moral Character in Politics," to appear in the next issue of the *North American Review*.

**HOUGHTON, MIFFLIN & Co.**, of Boston, announce, though early, another issue of the beautiful series of calendars for 1885.

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by simple language to make the function and structure of the human body plain to the child. Get it for the younger pupils. It opens wide the doors to more extended reading. It especially deals with the effects of alcoholic stimulants on the human system, and hence will commend itself to a larger class than ever.

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"THE FRENCH TEACHER," by Prof. DuBois. Lee & Shepard, publishers, Boston. The book, in its general plan, is very meritorious, and calls forth the highest praise from several competent judges. It must be seen and used to be appreciated.

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## WHAT IS CATARRH?

[From the Mail, (Canada), Dec. 15].

Catarrh is a mucous-purulent discharge caused by the presence and development of a vegetable parasite in the internal lining membrane of the nose. This parasite is only developed under favorable circumstances, and these are: morbid state of the blood, as the blighted corpuscle of tubercle germ poison of syphilis, mercury, toxemia, from the retention of the effete matter of the skin, suppressed perspiration, badly ventilated sleeping apartments, and other poisons that are germinated in the blood. These poisons keep the internal lining membrane of the nose in a constant state of irritation, ever ready for the deposit of the seeds of these germs, which spread up the nostrils and down the fauces, or back of the throat, causing ulceration of the throat; up the eustachian tubes, causing deafness; burrowing in the vocal cords, causing hoarseness; usurping the proper structure of the bronchial tubes, ending in pulmonary consumption and death.

Many attempts have been made to cure this distressing disease by the use of inhalants, medicated vapors and other ingenious devices, but none of these treatments can do a particle of good until the parasites are either destroyed or removed from the mucous tissue.

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I consider that mine was a very bad case; it was aggravated and chronic, involving the throat as well as the nasal passages, and I thought I would require the three or four bottles, but I feel fully cured by the two sent me, and I am thankful that I was ever induced to send to you.

You are at liberty to use this letter, stating that I have been cured by two treatments, and I shall gladly recommend your remedy to some of my friends who are sufferers.

Yours, with many thanks,  
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## OUR COLLEGE BELL.

A T S. H. A. Institute, on the last night of the session 1883-1884, the college bell rang at twelve o'clock and each teacher retired to his classroom there to take leave of his pupils. It was an affecting and long to be remembered scene. It had been our faithful monitor through the session. Had hurried us from late breakfasts and dismissed us to waiting dinners. Had called us to prayers, recitation and rest. Although it rung changes for others this wonderful bell was not on the program for music, lesson or essay, but became each and all three, the most affecting closing exercises of commencement.

After a literary feast of good things, in the midst of a reunion in which guests, teachers and pupils were happily participating, the college bell swung from the dark belfry into the mellow moonlight, while from its brazen throat rang peals that echoed through the deserted classrooms. "Ah, then and there were hurrys to and fro, and gathering tears"—and "lips all pale" striving to frame the word "good by"—clasps of hands "for who could tell if ever more should meet" that happy band? Ever our feet had moved obedient to the bell. We climb the stairs and follow through the halls, and in the classroom shrouded in semi-gloom,—for the lights of commencement have burned low—stand the dear teachers whose instructions to us have been priceless. Here, in the hush of midnight, in the presence of each professor in his accustomed place, we are master and pupils for the last time.

No grander chords were ever struck, no music ever thrilled, sobbed and seemed to still the very breath of the listener, as did that midnight bell. All the lessons learned in those now silent rooms, each look, tone and friendly touch of him who ruled over us, now seems doubly impressive as we think of all we shall lose when we close the doors of these rooms. Those golden opportunities! how we cling to them as they recede from us.

"Late-late-Farewell," chimes the midnight bell, and slowly, sadly the last faint echo dies. We think of one whose life was a poem set to beautiful music. Although some of life's darkest hours were given her, bravely she swung far out and above the dust and cobwebs till the sunshine glimmered across her lovely face and even her most intimate friends knew not of the pain and bitterness suppressed. The tones of her voice fairly rung courage and strength into her timid pupils and no one could live in her presence without catching her inspiration. She is gone from among us, yet is she remembered in all our tender leave taking. While not a breath of music evoked by singing bird, whispering leaves, chimes of bells or the piano that used to warble at her touch, but awakens

in our hearts sweet thoughts of her. Thoughts that will linger as long as the perfume clings to the rose.

"Late-late-Farewell," chimes the midnight bell, as it tolls our valedictory.

S. ROSELLA KELLEY,  
Huntsville, Texas.

## A GOOD RESULT.

ONE good result of the vigorous canvass which is being made by the Prohibitory party will be the wider dissemination of facts on which the temperance problem is based, and the awakening of a fresh and more general interest in the question of the best methods of promoting the temperance reform. As these facts become known, they are evidently making one deep impression on the mind of the average common-sense American voter, who stops to think of them without partisan bias; and this impression is that, since the liquor traffic is a drain upon the industrial wealth of the nation at the rate of \$800,000,000 annually, and since the indirect cost to the country is nearly as much more each year on account of the prisons, almshouses, and governmental machinery made necessary by the evil results of intemperance, the temperance question becomes not simply a moral question for the Sunday-school, the pulpit, and the reform-meeting, but a question of political economics, that is reducible at last to one of simple taxation. And this feature in the political agitation of the temperance reform is likely to come more and more to the front, and to offer to many persons who think temperance in itself may be too personal a matter to take into politics a really legitimate basis for a political party and for legislative interference with the commerce in liquor.

INCREASINGLY it is seen that alcoholism is not simply a personal and domestic evil, but an evil that is far-reaching in its social, public, and even governmental relations,—the prolific cause of a vast proportion of the crime, vice, poverty, degradation, disease, insanity with which governmental and philanthropic agencies have to deal. Here, therefore, is a question well calculated to arouse the conscience of the country.

"By the human mind alone  
States are made; and States decay  
When, the transient shell outgrown,  
Freedom marches on her way."

VOTE as you pray!

SENATOR VEST seems to have forgotten the truth so tersely and truly stated by Governor Crittenden, that "parsimony towards education is liberality towards crime."

Senator Vest worked and voted to defeat the bill appropriating seventy millions for educational purposes, knowing, as he did, that Missouri would receive \$2,575,988.

KANSAS boasts of her wheat crop, of the large yield of corn, of her material prosperity,—but the real, permanent progress of the State is based upon the intelligence and integrity of her people. Do not those who are laying broad and deep the foundation of character deserve something better than this? The "Topeka Saturday Evening Lance" says: "The average salary of teachers in Kansas is \$38.72 a month—an amount outrageous and ridiculous. Good teachers—the best teachers—cannot afford to work for this amount, and therefore our schools and our children suffer."

This is true, and the remedy is to compensate the teachers more liberally.

OUR constituency with few exceptions have a copy of the New Testament either of the "Douay" or the "King James Versions." They will find in Matt. 23 chapter, from the 13 to the 24 verse inclusive, a somewhat vivid portrait drawn of character and conduct of the two small brained, unregenerate Senators from Kansas. Senator Ingalls can borrow a copy from his brother and Senator Plumb ought already to be familiar with this chapter as he had the advantages of an early training in a printing office where men are supposed to become familiar with Bible teaching.

Of course Senator Vest would work and vote against an appropriation of \$2,575,988.00 for the benefit of public education in Missouri. He knows very well, if the people of this State were intelligent they would remand such a person to the keeping of a cross-road grocery store, rather than have him disgracing the State and the nation as a United States Senator.

THE great St. Louis Fair will with its splendid attractions bring more people to St. Louis this year than ever before. The latch string will be out as usual at the office of the AMERICAN JOURNAL OF EDUCATION, 11 North 7th Street. Last year our subscribers from every State in the Union, but one, called in large numbers. We shall be glad to see them again this year and shall be happy to extend such courtesies as time and circumstances will permit.

THE plain doctrine of integrity is rarely found purely practised nowadays. It is easy to pick out plain men, geniuses, martyrs; but integrity is rare. The gods approve the depth, and not the tumult of the soul.—R. W. Emerson.

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# MANUAL TRAINING.

PROF. C. M. WOODWARD, director of the St. Louis Manual Training School, makes some practical suggestions regarding manual training as a word of warning. He says: "One who listened to the discussion on manual training at Madison during the sessions of the National Association (there were present 600 delegates from New England, 6,000 in all), needs not to be told that the air is full of schemes for the introduction of manual training into high schools and the higher grades of grammar schools. The recent action of the school boards of Baltimore, Toledo and Chicago, in putting manual training into their high schools, is likely to stimulate still more such measures. I do not intend, therefore, to say anything now to encourage this movement; on the contrary, I wish to speak a word of warning against inconsiderate action. The current is so strong that many are in danger of being carried off their feet. Ill-advised ventures run great risk of failure, and of bringing manual education into contempt.

"My advice is: 1. Go slow. 2. Do not mistake the shadow for the substance. 3. Treat manual training with dignity and respect.

"1. Go slow. Study what has been done elsewhere. Do not suppose it necessary to adopt the whole programme of a manual training school at once. It is not even essential that you see the end from the beginning. Like a tree, manual education must be well-planted, tenderly nurtured and given time to grow. Woodwork and drawing will suffice for the first year. Use only hand tools; leave engines and power lathes till the second. Do not omit free hand and instrumental drawing. Let the pupils learn to stretch paper; to use instruments accurately and readily; to draw smooth, light and heavy lines with india ink; to shade the space, and draw tangents. Pupils should always make projection drawings of their shop exercises. Teach how to work from a drawing, and how to make drawings of objects. Pupils should learn to see the object in the drawing, the drawing in the object. Buy good tools, but none which will not be used the first year.

"2. Do not mistake the shadow for the substance. Don't set the pupils to making boxes, and chairs, and tables, and cases for use at school or at home, before they have learned the alphabet of woodwork. Teach the theory and care and proper use of tools. Choose typical forms, and let each exercise be short. Be logical, clear, exact. Execute difficult exercises twice. Study the try-square and the gauge. Give class exercises and economize material. Avoid show pieces, and remember that training is the principal thing. The main object of manual training is not to

make mechanics; it is to make boys and girls clear-headed, intelligent and handy.

"3. Treat manual training with respect. Don't put the workshop into the basement; insist upon dry, pure air, and good light. Don't crowd pupils, nor give them poor appliances. Give the teacher a good blackboard and a chance to instruct the class as a unit. Don't think you must have shop work every day; three or even two exercises per week will do at first; but when your programme is arranged, follow it. Two hours of shop per day is enough. Don't let the boys (and girls) who take drawing and shop work neglect their mathematics, or science, or literature. There are many avenues to culture; keep them all open.

"Your shop teacher should be well educated and a natural teacher. Don't relegate manual training to the janitor. In a small school the shop teacher may be also the drawing teacher or the teacher of physics. He should be paid as well and rank as high as any assistant. Beware of experienced mechanics who are reputed to be fine workmen, for they will scarcely appreciate your object, and will find it easier to do the work themselves than to teach the pupils to do it. A bright young teacher who understands drawing, can, under a good instructor, learn all the woodwork necessary to begin with in thirty days of three hours each. If you fail to find a good teacher, don't get any; you can afford to wait; you cannot afford to fail."

A VALUABLE subscriber from Texas asks: "Have you looked into the merits of the 'New Educational Theories' as expounded by Col. F. W. Parker, of the Quincy school? Please give us your opinion in the JOURNAL, if convenient,

And oblige T. O. Y."

Yes, we have looked into this "new method, and so far as it has taken form, we endorse it most earnestly. It is as much better than the old method as a steam engine is better than the "ox team" method of going from Boston to San Francisco.—[Ed.]

LET us urge the early passage of the bill appropriating seventy millions for education. The money is needed to provide schools for more than ten millions of children who do not attend school a tall now.

THE two small-minded Senators from Kansas were conspicuous on two occasions during the last session of Congress. There was a report reached Washington, in a round-about way, that a few calves had been taken sick out on the frontier. Immediately Senators Plumb and Ingalls made themselves conspicuous by having a bill put through both Houses of Congress appropriating a large amount of money from the United States Treasury for the relief of the sick calves. There was no question or quibble about

the "constitutionality" of an appropriation from the public treasury when these two senators heard the moan of a sick calf; but when an appropriation was asked to educate ten millions of illiterates for citizenship, this pair of "patriots" could see no warrant for any appropriation for such a purpose; they claimed that it "was unconstitutional" to take money for such a purpose; they again made themselves conspicuous by voting against it. They disgraced themselves and the State of Kansas by their action. There is a parallel case recorded in Matthew, xxiii chapter, 13th, to 24th verse inclusive. There is space yet for repentance, and we hope to hear better things of these men when Congress meets this fall.

WHAT is to become of the ten millions of children who do not attend school at all, who are growing up with the blight and darkness of ignorance overshadowing them? Is it not cheaper to educate and train them into a law-abiding, honest, productive citizenship, rather than to permit and provide for them as criminals or paupers? Property must do one or the other.

THAT \$2,575 988 would help Missouri a good deal in the way of education, but Senator Vest worked and voted against it. Is he worth as much as that to the State of Missouri? Is he not rather a stumbling-block and a disgrace to the State? We think so.

If we do not elect wise, sober, honest men to the Legislature we must smart, sharply and pay roundly for unwise and dishonest legislation. Let every man be questioned and put on record as to how he is going to vote—on the important question of the hour.

Is it not strange that a few teachers are more anxious for a "new method" to teach that two and two are four than they are to secure means to educate the ten millions of children who do not attend school at all?

## GROWING BEAUTIFUL.

BY D. D'WITT WALLACE.

SAY not: "Behold!  
I'm growing old."

Thy golden locks, soft-tinged with gray,  
That hint of age and youth's decay  
Become thee more, as year by year  
Thy ripper wisdom doth appear.

Say not: "Alas!  
I fade as grass."

Thy beauty, fed by springs within,  
Is comelier than it'er hath been;  
A sweeter bloom, the spirit's grace,  
Is kindling in thy earnest face.

—The Current.

TO SEE what is right and not to do it is want of courage.—Confucius.

THE London and Westminster Bank reported net profits for the last six months of \$1,200,000; deposits on hand, \$24,835,250. At its last shareholders'

meeting the manager was presented with a pair of white gloves because the bank had not made a bad debt the last six months.

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